Teaching Portfolio

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Latin 4770: Methods and Materials for Teaching Latin
Professor Richard LaFleur, University of Georgia

Contents

Preface

This teaching portfolio contains materials designed for Latin 4770: Methods and Materials for Teaching Latin, a course taught by Dr. Richard LaFleur at the University of Georgia. The portfolio begins with a résumé to provide an overview of my employment and educational background. A statement of my teaching philosophy follows.

The next section contains several artifacts, all of which accompany *Latin for the New Millennium*, the introductory Latin series used in the high school where I was a student teacher. Each artifact is preceded by a statement explaining the objectives of the lesson, activity, or assessment.

Observation journals and self-evaluations of my own teaching follow. These documents describe some of what I learned from observing experienced high school Latin teachers and from my semester of student teaching. The portfolio concludes with a description of my objectives for improving my teaching.

My teaching experience is limited to the one semester I spent student teaching Latin I and II; for these classes, I used almost exclusively the materials of my mentor teacher rather than creating my own material. As a result most of the artifacts contained in this portfolio have not been used in a classroom. Instead, the artifacts reflect activities and assignments that I would use to achieve my objectives if I were to become a Latin teacher. Likewise, the statement of teaching philosophy represents the principles and objectives that would guide my teaching methods if I became a teacher.

The process of taking Latin 4770 and completing this portfolio has allowed me to consider Latin instruction from the perspective of the teacher. The experience and knowledge I gained from this course would provide a starting point for a transition to a teaching career. However, the insights that I have gained through taking Latin 4770 and completing this portfolio have also improved my ability to perform my current job as an editor of Latin and Greek textbooks by helping me to evaluate the pedagogy contained in the texts that I edit.

Résumé

Employment

Editorial Assistant
Bolchazy-Carducci Publishers—Mundelein, Illinois
May 2011–present

Duties: I perform a variety of editorial functions that facilitate the production of Latin and Greek textbooks for the high school and college levels. I also assist in the publication of English translations of classical works.

Professional Involvement

Conferences attended: I attended the annual conferences of American Classical League (2011), National Junior Classical League (2011), and Illinois Classical Conference (2011) as a representative of Bolchazy-Carducci Publishers. At these conferences I attend some presentations and discuss my company's publications with Latin instructors.
Online discussion groups: I read the discussions of the e-mail groups Latin Teach and Latin Best Practices so that I better understand trends in Latin pedagogy as well as issues of concern and interest to today's Latin instructors.

Student Teaching

Lake Forest Academy—Lake Forest, Illinois
Fall 2011

Mentor teacher: David Wick
Classes: Latin I; Latin II/Latin II honors (combined class)
Enrollment information: Eight students in Latin I; sixteen students in Latin II/Latin II honors
Course Content: Latin I uses *Latin for the New Millennium*, Level 1. Students also read chapters of *To Be a Roman*, a workbook on Roman culture, and *Gods, Heroes, and Men of Ancient Greece*, an English compilation of classical myths, to supplement the culture and mythology content found in the primary text. Latin II finishes *Latin for the New Millennium*, Level 1 and begins *Latin for the New Millennium*, Level 2. Latin II also uses *A Roman Map Workbook* to expand students' knowledge of the geography of the ancient world.
Responsibilities: I observed, led activities, and presented grammar for Latin I and II. I designed some of the class activities, including a four-day project in which Latin II students used Google Earth to create virtual tours of Pompeii, which they presented to their classmates.

Education

BA, Classical Languages (Honors) and English
Calvin College—Grand Rapids, MI
Graduated May 2011

Relevant courses: Latin of the Late Republic and Early Empire; Late Latin Literature; Latin Epic Poetry; Latin Philosophical Literature; Latin Historical Literature; Latin Lyric Poetry; Classical Mythology; History of Ancient Greece and Rome.

Statement of Teaching Philosophy

I enjoy and value learning for its own sake, but I recognize that many students view some or all of their classes as an obligation rather than a privilege. My primary goal as a teacher is to develop in my students an appreciation of the value of their education. I seek to accomplish this goal by equipping students with knowledge and skills that will be of use to them in future endeavors, whether they continue to study Latin in college, read (and perhaps speak) Latin independently, or never read any Latin again.

In the elementary levels of Latin, students learn *how* to learn a second language. They realize, some of them for the first time, that foreign languages are not simply "codes" for English; Latin has its own way of expressing ideas, its own idioms, and its own historical and cultural context. Students begin to internalize Latin by observing, listening, reading, speaking, acting, and writing the language. The study of grammar allows students to see patterns in the language, which helps them to understand how Latin texts convey meaning. In addition to developing skills for language learning, students improve their understanding of English language and vocabulary.

Students at the intermediate level continue learning the language, adding new vocabulary while refining their understanding of grammar, but the focus is now on preparing them to read Latin more independently and rapidly. Students learn reading strategies, including understanding how phrases relate to one another and anticipating the meaning of unknown words. Class discussions and written assignments introduce students to analyzing Latin poetry and prose; analysis begins with observing figures of speech and rhetorical and poetic devices. Students also interpret the text by assessing such features as tone, argument, structure, and characterization.

At all levels of Latin, students have opportunities to expand their knowledge of the world through interdisciplinary studies. Students learn about Greco-Roman history and Roman culture through readings in Latin and in English. Class discussions and projects introduce students to historical documents and physical remains from the ancient world as the major sources of knowledge about what happened in the past. Students are introduced to the history of ideas by reading the works of authors whose influence has lasted for centuries.

I discuss these objectives with students as opportunities arise. Class activities, homework assignments, and assessments are all designed with at least one of the objectives for the course in mind. It is my hope that as students learn Latin and expand their knowledge about the classical world they grow to appreciate, and perhaps even enjoy, learning for its own sake.

Artifacts

The following artifacts are designed to accompany *Latin for the New Millennium*, Level 1. Answer keys are provided for all materials that require a student response. Statements describing the objectives and context of the various materials precede each type of artifact.

Two-day lesson plan

The following lesson plan covers *Latin for the New Millennium*, Level 1, in two class periods. Chapter 10 is the first chapter of a new unit, so students will have taken a unit test prior to beginning this lesson.

Chapter 10 introduces third conjugation *–io* verbs, which is the last conjugation to be introduced, in the present tense; third declension adjectives, which is the last declension of adjectives to be introduced; and the use of substantive adjectives. The primary objective of this two-day lesson is for students to see how the new conjugation of verbs and the new declension of adjectives are similar in form and in use to the verbs and adjectives they learned in previous units.

Sample two-day lesson plan for *Latin for the New Millennium*, Level 1, Chapter 10

<u>Day 1</u>
Previous night's homework: (1) Read the introduction on Vergil's life and writings. (2) In a paragraph or two, write what you already know about the Trojan War and the Trojan Horse. (3) Read (don't translate!) the Latin adaptation from Vergil in the textbook. Find all of the verbs in lines 1 through 5 and identify the person and number. (4) For tomorrow's quiz, review first, second, third, and fourth conjugation verbs. Be prepared to identify the forms (person, number, and conjugation) of verbs you already memorized in chapters 1 through 9.

1. **Warm-up:** roll call, Latin expression: "*Labor omnia vincit.*" Students turn in their summaries of what they already know about the Trojan War and the Trojan Horse. (3 minutes)
2. **Quiz:** Verb forms (5 minutes)
This quiz reviews verbs from the first, second, third, and fourth conjugations. Latin sentences from earlier chapters are given with certain verbs underlined. Students select four of the eight underlined verbs and identify the person, number, and conjugation.
3. **Pre-reading:** (a) Class discussion of Vergil and the Trojan War—epic tradition, the events leading up to the Trojan Horse incident. (b) Read the entire text aloud, and then ask individual students to repeat a sentence after me. (10 minutes)
4. **Reading:** In groups of four, students read the text. Afterwards, they answer English comprehension questions. (15 minutes)
5. **New grammar:** Introduce third *–io* verbs; complete exercise 1 (translating third *–io* verbs into English) as a class. (10 minutes)
6. **Drill:** Have students identify the conjugations of selected verbs from the reading. (5 minutes)
7. **Announce the night's homework** (see below) and the next day's quiz (forms of the third *–io* verbs). (2 minutes)
8. **Latin jeopardy** to practice new vocabulary (5 minutes)

Objectives: (1) Students develop Latin reading comprehension skills. (2) Students understand that third –io verbs are a "hybrid" of the third and fourth conjugations.

Homework: (1) Practice third *–io* verb forms on Quia.
                 (2) Complete exercise 3, p. 168 (transforming third *–io* verbs).
                 (3) Find all of the noun-adjective pairs in the chapter reading. For adjectives of the first and second declension, note the gender, number, and case. List the adjectives that do not fit the patterns for first and second declension. What pattern do they seem to follow? (Hint: Think about the noun declensions we've learned so far.)
                 (4) Practice vocabulary on Quia and complete Exercise 2 (English derivatives from the Latin vocabulary).

<u>Day 2</u>

1. **Warm-up:** roll call, Latin expression: "*Audentes fortuna iuvat.*" Students turn in their answers to exercises 2 and 3. (3 minutes)

2. **Grammar review:** Latin bingo with forms of third *–io* verbs. Students have an opportunity to ask questions before taking the quiz on forms of third *–io* verbs. (10 minutes)

3. **Quiz:** Third *–io* verbs. (5 minutes)

Students conjugate a third *–io* conjugation verb of their choice in the present active and passive and list all of the principal parts. I will give them the suggestion "*cupiō.*"

4. **Reading review:** Five-phrase translation of the chapter reading. (10 minutes)

Working in pairs, students look over the reading and pick the five most important details from the story. They give the Latin phrase that contains those details and translate just the phrase. In a whole-class discussion, each group shares one phrase and translation.

5. **New grammar:** Third declension adjectives; substantive adjectives—English example: "The Good, The Bad, and The Ugly." (10 minutes)

6. **Drill:** Exercise 4 (noun-adjective agreement with third declension adjectives). (5 minutes)

7. **Announce the night's homework** (see below). (2 minutes)

8. **Conversational Latin:** Four volunteers will read aloud the Latin dialogue that concludes the chapter (p. 176). Halfway through, four different volunteers will take their parts and finish the dialogue. (10 minutes)

Objectives: (1) Students demonstrate knowledge of the forms of third *–io* verbs in the present active and passive. (2) Students understand that third declension adjectives follow the pattern of third declension *i*-stem nouns. (3) Students develop their oral-aural Latin skills.

Homework: (1) Complete exercise 5, p. 172 (English-to-Latin translation with sentences that contain third declension adjectives).
(2) Practice third declension adjective forms on Quia.
(3) Review new vocabulary on Quia.

Sample Grammar Worksheet: Third Declension Adjectives for *Latin for the New Millennium*, Level 1, Chapter 10

This worksheet introduces adjectives of the third declension. Because students have already learned nouns of the third declension and adjectives of the first and second declensions, this grammar worksheet emphasizes that the new material is similar to what students have learned in previous chapters. The objective of this worksheet is for students to recognize adjectives and nouns that belong together, even when the endings of the words are different.

Third Declension Adjectives: Chapter 10, pp. 169–171

Reminder: Adjectives agree with nouns in g_____, n_____, and c_____.
You already learned about adjectives of the first and second declension in chapter 4 (page 64). These adjectives follow the patterns of
       (1) masculine nouns of the second declension (like *deus*, *ager*, and *puer*),
       (2) feminine nouns of the first declension (like *fēmina*), and
       (3) neuter nouns of the second declension (like *bellum*).

In the reading for chapter 10, you encountered some adjectives of the third declension. Except for the nominative singular, third declension adjectives behave like third declension *i*-stem nouns. This means that (1) the **ablative singular** ends in -____ for all genders, (2) the **genitive plural** ends in -____ for all genders, and (3) the **neuter nominative, accusative, and vocative plural** end in -____. (See p. 171 for review.)

The following sentences describe Laocoon, a Trojan who warned about the dangers of the wooden horse that was left by the Greeks. In each sentence, use the correct form of the adjective in parentheses to describe the noun. Make sure that the adjective agrees with the noun in **GNC**. Then translate the sentence. Remember that the endings of the noun and the adjective might not look the same.

Lāocoōn equum ligneum ante portam **urbis** _____ (celeber, -bris, -bre) videt.

In equō esse **perīculum** _____ (ācer, -ris, -re) scit.

Trōiānī _____ (fortis, -e) equum esse **dōnum** _____ (pulcher, -chra, -chrum) crēdunt.

Minerva _____ (celeber, -bris, -bre) Trōiānōs ōdit et Trōiam dēlēre cupit. Minerva **Trōiānōs** _____ (fortis, -e) dē perīculō monērī nōn cupit.

Itaque **serpentēs** _____ (ācer, -ris, -re) in terram mittit. **Serpentēs** _____ (fortis, -e) Lāocoontem et fīliōs occīdunt.

Lāocoōn et filiī nōn _____ (fēlīx, fēlīcis) sunt.

Worksheet Key: Third Declension Adjectives: Chapter 10, pp. 169–171

Reminder: Adjectives agree with nouns in **gender, number,** and **case.**
You already learned about adjectives of the first and second declension in chapter 4 (page 64). These adjectives follow the patterns of
      (1) masculine nouns of the second declension (like *deus*, *ager*, and *puer*),
      (2) feminine nouns of the first declension (like *fēmina*), and
      (3) neuter nouns of the second declension (like *bellum*).

In the reading for chapter 10, you encountered some adjectives of the third declension. Except for the nominative singular, third declension adjectives behave like third declension *i*-stem nouns. This means that (1) the **ablative singular** ends in **-ī** for all genders, (2) the **genitive plural** ends in **-ium** for all genders, and (3) the **neuter nominative, accusative, and vocative plural** end in **-ia**. (See p. 171 for review.)

The following sentences describe Laocoon, a Trojan who warned about the dangers of the wooden horse that was left by the Greeks. In each sentence, use the correct form of the adjective in parentheses to describe the noun. Make sure that the adjective agrees with the noun in **GNC**. Then translate the sentence.

Lāocoōn equum ligneum ante portam **urbis** <u>celebris</u> (celeber, -bris, -bre) videt.
<u>Laocoon sees the wooden horse before the gate of the renowned city.</u>

In equō esse **perīculum** <u>ācre</u> (ācer, -ris, -re) scit.
<u>He knows that there is fierce danger in the horse.</u>

Trōiānī <u>fortēs</u> (fortis, -e) equum esse **dōnum** <u>pulchrum</u> (pulcher, -chra, -chrum) crēdunt.
<u>The brave Trojans believe that the horse is a beautiful gift.</u>

Minerva <u>celebris</u> (celeber, -bris, -bre) Trōiānōs ōdit et Trōiam dēlēre cupit. Minerva **Trōiānōs** <u>fortēs</u> (fortis, -e) dē perīculō monērī nōn cupit.
<u>Renowned Minerva hates the Trojans and desires to destroy Troy. Minerva does not desire for the Trojans to be warned about the danger.</u>

Itaque **serpentēs** <u>ācrēs</u> (ācer, -ris, -re) in terram mittit. **Serpentēs** <u>fortēs</u> (fortis, -e) Lāocoontem et fīliōs occīdunt.
<u>Therefore she sends fierce serpents onto the land. The strong serpents kill Laocoon and his sons.</u>

Lāocoōn et filiī nōn <u>fēlīcēs</u> (fēlīx, fēlīcis) sunt.
<u>Laocoon and his sons are not fortunate.</u>

Sample quizzes for *Latin for the New Millennium*, Level 1, Chapter 10

(Caput X, Pars Prīma)

Objective: Students review verbs from the first, second, third, and fourth conjugations.

After students take the quiz, the class discussion will introduce third *–io* verbs. The discussion will emphasize that the endings of present active and passive verbs are the same for all regular verbs.

Students will also review how to determine a verb's conjugation. The quiz focuses on person, number, and conjugation to prepare students for the class discussion. The extra credit asks about a verb's voice to remind students that (most) verbs can be either active or passive. Students have not yet learned any tenses other than the present or moods other than the indicative.

Day 2 Quiz (Caput X, Pars Secunda)

Objective: Students demonstrate knowledge of the forms of third *–io* verbs. This quiz is formative; homework assignments and class activities will continue to reinforce the forms of third *–io* verbs and of verbs from the first, second, third, and fourth conjugations.

The quiz asks students to supply principal parts to remind students that they are expected to learn the principal parts of all verbs on the Vocabulary to Learn lists. Students will start learning new tenses and the imperative mood soon, so it is important that they get in the habit of memorizing principal parts.

Instructions: Select four of the underlined verbs. Identify the person, number, and conjugation of the verbs.

From Chapter 7:

Cum passere puella mea lūdit, passerem tenet, passerī digitum dat, digitus ā passere mordētur.

Tū, puella, Catullum amāre dēbēs, nōn passerem.

From Chapter 9:

Urbs permovētur. In locum pācis et gaudiī veniunt timor et trīstitia.

Patrēs tamen verba Cicerōnis audiunt et urbem servāre dēcernunt.

Verb	Person (6 pts each, 24 total)	Number (6 pts each, 24 total)	Conjugation (13 pts each, 52 total)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Bonus (5 pts):
What is the voice of mordētur? _____

100 pts.

Instructions: Give the four principal parts of your favorite 3rd –*io* verb. Then conjugate the verb in the present active and passive. If you do not have a favorite 3rd –*io* verb, you may use *cupiō*.

Principal parts: _____, _____, _____, _____ (7 pts each, 28 total)

(Verb forms: 3 pts for correct stem, 3 pts for correct ending, 72 total)

Active

	Singular	Plural
1st person	_____	_____
2nd person	_____	_____
3rd person	_____	_____

Passive

	Singular	Plural
1st person	_____	_____
2nd person	_____	_____
3rd person	_____	_____

Bonus (5 pts):
What is the difference between a third conjugation verb and a third –*io* conjugation verb? (Hint: Think about your principal parts.)

Day 1 Quiz Answer Key
100 pts.

Instructions: Select four of the underlined verbs. Identify the person, number, and conjugation of the verbs.

From Chapter 7:

Cum passere puella mea lūdit, passerem tenet, passerī digitum dat, digitus ā passere mordētur.

Tū, puella, Catullum amāre dēbēs, nōn passerem.

From Chapter 9:

Urbs permovētur. In locum pācis et gaudiī veniunt timor et trīstitia.

Patrēs tamen verba Cicerōnis audiunt et urbem servāre dēcernunt.

Verb	Person (6 pts each, 24 total)	Number (6 pts each, 24 total)	Conjugation (13 pts each, 52 total)
lūdit	**3rd**	**singular**	**3rd**
dat	**3rd**	**singular**	**1st**
mordētur	**3rd**	**singular**	**2nd**
dēbēs	**2nd**	**singular**	**2nd**
permovētur	**3rd**	**singular**	**2nd**
veniunt	**3rd**	**plural**	**4th**
audiunt	**3rd**	**plural**	**4th**
dēcernunt	**3rd**	**plural**	**3rd**

Bonus (5 pts):

What is the voice of mordētur? **passive**

Day 2 Quiz Answer Key
100 pts.
Principal parts: cupiō, cupere, cupīvī, cupītum (7 pts each, 28 total)

(Verb forms: 3 pts for correct stem, 3 pts for correct ending, 72 points total)
Active

	Singular	Plural
1st person	**cupiō**	**cupimus**
2nd person	**cupis**	**cupitis**
3rd person	**cupit**	**cupiunt**

Passive

	Singular	Plural
1st person	**cupior**	**cupimur**
2nd person	**cuperis**	**cupiminī**
3rd person	**cupitur**	**cupiuntur**

Bonus (5 pts):
What is the difference between a third conjugation verb and a third –*io* conjugation verb? (Hint: Think about your principal parts.)

A third conjugation verb, such as *petō, petere***, has an** *–o* **ending for the first principal part and an** *–ere* **ending for the second principal part (infinitive). A third** *–io* **verb has an** *–ere* **ending for the infinitive like a third conjugation verb, but its first principal part has an** *–io* **ending like a fourth conjugation verb.**

Unit Test for *Latin for the New Millennium*, Level 1, Chapters 10–12

The following unit test evaluates students' mastery of some of the material contained in *Latin for the New Millennium*, Level 1, Chapters 10–12. Because each chapter of *Latin for the New Millennium* contains so much new material, the unit test focuses on the skills and knowledge that are most important to students' ability to understand Latin. Additional skills and grammatical knowledge are evaluated as extra credit.

The primary objective of this test is to evaluate students' ability to understand written and spoken Latin. The first question asks students to listen to a sentence that I read aloud and to write what they hear. This question allows me to identify students who may need additional practice with listening to spoken Latin both in class through conversation and at home through recordings.

For the Latin passage, students are asked to translate the first paragraph so that I can assess whether students need additional practice with vocabulary or particular grammatical topics.

I. Scrībē sententiam Latīnam quam magistra prōnūntiat. (2 pts)

II. Lege fābulam Latīnam.

  Mūcius Rōmānus cīvis erat. Is rēgī crūdēlī dicēbat, "Mīlitēs tuōs mortemque nōn timeō. Cīvēs nostrī occultī erant; eī tē petunt. Vim Rōmānōrum timēre dēbēs." Rēx Mūciō "Ignēs tibi sunt nunc perīculum, et ignem nunc timēre dēbēs" inquit. Sed Mūcius ignēs nōn timēbat, et dextram in ignem pōnēbat. Rēx intellegēbat eum esse valdē fortem et dēcernēbat, "Propter fortitūdinem tuam tē līberō."

  Statim Mūcius dōmō (home) <u>petit</u> fīliamque <u>vidit</u>. Ea dicit, "Mihi fabulam narrā, pater!" Mūcius eī fabulam dē equō Trōiānō <u>narrat</u>: "Graecōs cōnsilia <u>capiunt</u>, mala parant, et māgnum equum ligneum aedificiunt." Fīlia eī dicit, "Hanc (this) fabulam mihi herī (yesterday) narrābās. Sciō Trōiam armīs Graecōrum flammīsque dēlērī." Mūcius fabulam novam narrat: "Post (after) Graeī Trōiānōs <u>vincunt</u>, Aenēās <u>navigat</u> ad Carthāginem. Dīdō rēgīna Aenēam amat, et Aenēās sē Dīdōnem amāre dicit. Sed Mercurius Aenēam <u>iubet</u> Dīdōnem relinquere et ad Ītaliam, patriam nostram, nāvigāre. Dīdō <u>est</u> mulier fortis, sed vīta Dīdōnī mala esse vidētur."

III. Translate the first paragraph of the story into English. (1 pt per word, 60 total)

III. Answer the following questions about the second paragraph of the story in English. (3 pts each, 6 total)

A. What does Mucius tell his daughter about the Trojan War? Why does she interrupt his story?

B. What does Mucius tell his daughter about Dido and Aeneas? Include at least three details.

IV. Change the underlined verbs in the story above from the present to the imperfect tense (e.g., *dicit* to *dicēbat*). (1 pt each, 8 total)

   <u>petit</u> _____ <u>vincunt</u> _____

   <u>vidit</u> _____ <u>navigat</u> _____

narrat   _____   iubet   _____

capiunt   _____   est   _____

V. Dēclīnā: fēmina fortis, "the brave woman" (gen.: fēminae fortis). (1 pt each, 12 total)

	Singular	Plural
Nom	_____	_____
Gen	_____	_____
Dat	_____	_____
Acc	_____	_____
Abl	_____	_____
Voc	_____	_____

VI. Dēclīnā in Latīnā: fēlīx rēx vester, "your fortunate king" (genitive: fēlīcis rēgis vestrī) (1 pt each, 12 total)

	Singular	Plural
Nom	_____	_____
Gen	_____	_____
Dat	_____	_____
Acc	_____	_____
Abl	_____	_____
Voc	_____	_____

VII. Bonus
1. In the reading on page one, Mucius says, "Mīlitēs tuōs mortem**que** nōn timeō."
What does **–que** mean? **–Que**, like **–ve**, is an enclitic particle. What does the term "enclitic particle" mean? (1 pt)

2. In the reading on page one, Mucius says, "Graecōs cōnsilia capiunt, **mala** parant..." **Mala** is an adjective, but in this sentence it is acting like what other part of speech? What is the name for this type of adjective? (1 pt)

3. Write a short story in Latin. You may make up your own story, or you may summarize in Latin any story that we read **except** the stories of the Trojan horse, Dido, and Mucius Scaevola. (Suggested readings to summarize include Terence, "The Two Brothers"; Cicero, "The Deserter Wants a Reward"; Caesar, "The Druids"; and Catullus, "My Girl's Sparrow.") Include a beginning, middle, and end. (3 pts)

Latīna I—Capita X–XII Key

I. Scrībe sententiam Latīnam quam magistra prōnūntiat. (2 pts)
Cīves Rōmānī fortēs erant, et mīlitēs Rōmānī vim hostium nōn timēre dēbēbant.

II. Lege fābulam Latīnam.

Mūcius Rōmānus cīvis erat. Is rēgī crūdēlī dicēbat, "Mīlitēs tuōs mortemque nōn timeō. Cīvēs nostrī occultī erant; eī tē petunt. Vim Rōmānōrum timēre dēbēs." Rēx Mūciō "Ignēs tibi sunt nunc periculum, et ignem nunc timēre dēbēs" inquit. Sed Mūcius ignēs nōn timēbat, et dextram in ignem pōnēbat. Rēx intellegēbat eum esse valdē fortem et dēcernēbat, "Propter fortitūdinem tuam tē līberō."

Statim Mūcius dōmō (home) <u>petit</u> fīliamque <u>vidit</u>. Ea dicit, "Mihi fabulam narrā, pater!" Mūcius eī fabulam dē equō Trōiānō <u>narrat</u>: "Graecōs cōnsilia <u>capiunt</u>, mala parant, et mágnum equum ligneum aedificiunt." Fīlia eī dicit, "Hanc (this) fabulam mihi herī (yesterday) narrābās. Sciō Trōiam armīs Graecōrum flammīsque dēlērī." Mūcius fabulam novam narrat: "Post (after) Graeī Trōiānōs <u>vincunt</u>, Aenēās <u>navigat</u> ad Carthāginem. Dīdō rēgīna Aenēam amat, et Aenēās sē Dīdōnem amāre dicit. Sed Mercurius Aenēam <u>iubet</u> Dīdōnem relinquere et ad Ītaliam, patriam nostram, nāvigāre. Dīdō <u>est</u> mulier fortis, sed vīta Dīdōnī mala esse vidētur."

III. Translate the first paragraph of the story into English. (1 pt per word, 60 total)
Mucius was a Roman citizen. He said to the cruel king, "I do not fear your soldiers or death. Our citizens are hidden; they are seeking you. You ought to fear the strength of the Romans." The king said to Mucius, "Flames are now a danger to you, and now you ought to fear the fire." But Mucius did not fear the flames, and he put his right hand into the fire. The king understood that he was very brave and decided, "On account of your bravery I will free you."

III. Answer the following questions about the second paragraph of the story in English. (3 pts each, 6 total)
A. What does Mucius tell his daughter about the Trojan War? Why does she interrupt his story?
Mucius tells his daughter that the Greeks made plans, prepared bad things, and made a wooden horse. The daughter interrupts him because he told that story the day before.
B. What does Mucius tell his daughter about Dido and Aeneas? Include at least three details.
Mucius tells his daughter that after the Greeks defeated the Trojans, Aeneas sailed to Carthage. The queen Dido loved Aeneas, but Mercury ordered Aeneas to leave Dido and sail to Italy. Mucius also says that Dido was a brave woman, but that life seemed evil to her.

IV. Change the underlined verbs in the story above from the present to the imperfect tense (e.g., *dicit* to *dicēbat*). (1 pt each, 8 total)

<u>petit</u>	**petēbat**	<u>vincunt</u>	**vincēbant**
<u>vidit</u>	**vidēbat**	<u>navigat</u>	**navigābat**
<u>narrat</u>	**narrābat**	<u>iubet</u>	**iubēbat**
<u>capiunt</u>	**capiēbant**	<u>est</u>	**erat**

V. Dēclīnā: fēmina fortis, "the brave woman" (gen.: fēminae fortis). (1 pt each, 12 total)

Singular	Plural

Nom	**equus fortis**	**equī fortēs**
Gen	**equī fortis**	**equōrum fortium**
Dat	**equō fortī**	**equīs fortibus**
Acc	**equum fortem**	**equōs fortēs**
Abl	**equō fortī**	**equīs fortibus**
Voc	**eque fortis**	**equī fortēs**

VI. Dēclīnā in Latīnā: fēlīx rēx vester, "your fortunate king" (genitive: fēlīcis rēgis vestrī) (1 pt each, 12 total)

	Singular	Plural
Nom	**fēlīx rēx vester**	**fēlīcēs rēgēs vestrī**
Gen	**fēlīcis rēgis vestrī**	**fēlīcium rēgum vestrōrum**
Dat	**fēlīcī rēgī vestrō**	**fēlīcibus rēgibus vestrīs**
Acc	**fēlīcem rēgem vestrum**	**fēlīcēs rēgēs vestrōs**
Abl	**fēlīcī rēge vestrō**	**fēlīcibus rēgibus vestrīs**
Voc	**fēlīx rēx vester**	**fēlīcēs rēgēs vestrī**

VII. Bonus

1. In the reading on page one, Mucius says, "Mīlitēs tuōs mortem**que** nōn timeō." What does **–que** mean? **–Que**, like **–ve**, is an enclitic particle. What does the term "enclitic particle" mean? (1 pt)
–Que **means "and." An enclitic particle attaches to the end of the word preceding it.**

2. In the reading on page one, Mucius says, "Graecōs cōnsilia capiunt, **mala** parant..." **Mala** is an adjective, but in this sentence it is acting like what other part of speech? What is the name for this type of adjective? (1 pt)
Mala **is acting like a noun. This type of adjective is called a substantive adjective.**

3. Write a short story in Latin. You may make up your own story, or you may summarize in Latin any story that we have read **except** the stories of the Trojan horse, Dido, and Mucius Scaevola. (Suggested readings to summarize include Terence, "The Two Brothers"; Cicero, "The Deserter Wants a Reward"; Caesar, "The Druids"; and Catullus, "My Girl's Sparrow.") Include a beginning, middle, and end. (3 pts)
Students will receive credit for stories that are intelligible, even if they make grammatical mistakes. If multiple students make the same mistakes, I will review the grammatical points as a class when we go over the test.

History Presentation, Handout, and Discussion

The following materials are designed to accompany Chapter 18 of *Latin for the New Millennium*, Level 1. This chapter describes the fire that damaged much of Rome in 64 CE; the Latin reading is based on the account of the historian Tacitus. I give the presentation after students have completed the reading in class. Students receive the handout to take notes on during the lecture. Lecture notes follow the student handout.

The immediate objective of the lecture is to provide students with the historical context for the reading. Of equal importance is introducing students to the methods of ancient and modern historians. The lecture presents three ancient historians' conflicting accounts of the fire's cause. Students then learn about what modern historians think caused the fire and the evidence they give to support their arguments.

A class discussion following the lecture prompts students to think about how authorial bias influences written accounts of history, not only in classical documents but also in the writings of modern historians. Students are encouraged to begin thinking critically about bias in other sources, including in textbooks and in the media. The class discussion contributes to the development of students' abilities to think independently and critically, which is one of my goals my students at all levels of Latin.

The Great Fire of Rome

Wikimedia Commons

64 CE

The effects of the fire, according to Tacitus:

- About one quarter of the city was destroyed.

- Another half was damaged.

- The remaining quarter survived intact.

Where the fire started:

Wikimedia Commons

How did the fire start?

- Nero blamed Christians

- Suetonius and Cassius Dio (later historians) blamed Nero

Wikimedia Commons

The reason for the fire, according to Suetonius (born ca. 70 CE)

Wikimedia Commons

Wikimedia Commons

29

The start of the fire, according to Tacitus:

- "Fortasse Nerō imperātor dolō id fēcit"

- "Fortasse alia erat causa"

Nero's alibi, according to Tacitus

Modern historians' views

- Building materials for Rome's *insulae*

- Natural disasters in Rome

- Reliability of primary and secondary sources from the ancient world

The Great Fire of Rome: 64 CE
Latin for the New Millennium, Level 1, Chapter 17

- According to Tacitus, how much of the city was completely destroyed, and how much was damaged? Did any parts of the city remain untouched by the fire?
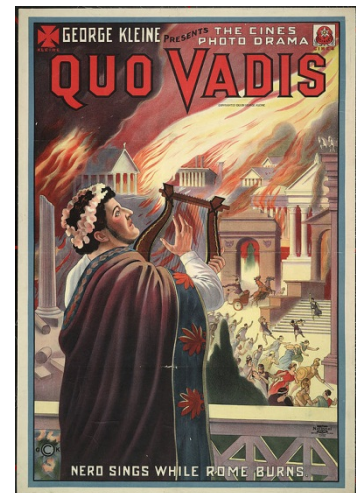
- Where did the fire start?

- Who or what started the fire?
    - According to Nero:

    - According to a popular rumor, repeated by Suetonius and Cassius Dio:

        - Who started the fire?
        - Why?

    - According to Tacitus:

- Who or what do most modern historians think caused the fire? What evidence do they use to support their argument?

The Great Fire of Rome: 64 CE
Latin for the New Millennium, Level 1, Chapter 17
Lecture Notes

Introduction:
The Great Fire of Rome destroyed or damaged much of the city and sparked civil unrest. Ancient historians provide differing accounts of how the fire started. The fire started in July. It spread quickly and burned for six days.

The effects of the fire:

- Tacitus reports that about a quarter of the city's districts were destroyed.
- Another half of the districts suffered varying degrees of damage.
- The remaining quarter survived intact.

Where the fire started:

The fire began among shops near the Palatine Hill, not too far from the Circus Maximus. The Circus Maximus is located just south of the Palatine Hill.

Causes of the fire:

- Nero blamed the fire on the Christians, who at the time were a small religious minority in Rome.
- A popular rumor, reported by the historians Suetonius and Cassius Dio, claims that Nero started the fire to clear space for his Domus Aurea, a palace to the north of the Palatine Hill. Alternatively, Nero is accused of starting the fire because he was writing an epic poem about the destruction of Troy and wanted to witness the burning of a city to prompt poetic inspiration.
- Recent popular accounts of the fire, including the film *Quo Vadis*, tend to repeat the rumors that Nero started the fire intentionally.
- Tacitus also reports that Nero may have started the fire, but he states (in a selection not included in the reading in *Latin for the New Millennium*) that Nero was in Antium, a city south of Rome along the coast of Italy, at the time the fire started.

Modern historians' views:

Modern historians believe that the fire was a natural disaster. They base their conclusions on their knowledge of how the city of Rome was constructed and of other natural disasters in Rome.

- Many parts of Rome consisted of wooden buildings, including shops (*taberna*) and apartment buildings (*insulae*). These buildings tended to catch fire somewhat easily, especially during the summer heat.
- Rome suffered from many natural disasters, including fires and floods. Rome's *Vigiles*, a combination of fire department and police force, was tasked with watching for fires and attempting to put them out. This indicates that fires were not unusual occurrences.
- The place where the fire started is about half a mile from where Nero built his Domus Aurea. It is more likely that Nero built the Domus Aurea because the space was cleared by the fire than it is that Nero started the fire in order to build the Domus Aurea.
- Primary and secondary sources from the ancient world (i.e., eyewitness accounts and reports based on eyewitness accounts, respectively) must be viewed with some skepticism. Several factors lead to ancient accounts being unreliable to varying degrees:
  - Many ancient authors reported eyewitness accounts but did not or were not able to verify what really happened. In modern times experts can analyze fires to determine whether they started because of arson or by accident; the classical world did not have the knowledge or technology to evaluate fires like we do today. Thus speculation and rumor often took the place of evidence.
  - People in the classical world had views about the purpose of history and biography that differ from our own views today. Ancient historians and biographers often wrote in order promote a particular agenda. Some sought to promote the Roman state and Roman ideals; some wrote to support a political faction; some wrote in order to provide guidance to future leaders.

Discussion questions:

- If ancient historical accounts are unreliable to varying degrees, what value do these accounts have for modern historians and students?
- What resources do we have, aside from written accounts, to help us determine what really happened in antiquity?
- Do modern historians shape history for a particular political or social agenda? How can readers detect bias in the writing of ancient and modern authors? Can you think of any examples of bias in textbooks, movies, television programs, or radio shows?

TPR Scenario for *Latin for the New Millennium*, Level 1, Chapter 18

This Total Physical Response (TPR) scenario introduces the reading for Chapter 18 of *Latin for the New Millennium*, Level 1. The scenario reviews some old vocabulary and introduces some of the new words that students will encounter in Chapter 18.

The primary objective is to allow students to listen to, speak, and act out Latin in order to improve their mastery of the language. The secondary objective is to prepare students to read the story in Chapter 18 by teaching some of the new vocabulary words before they begin reading the text.

TPR Scenario for *Latin for the New Millennium*, Level 1, Chapter 18

Story: Cupid and Psyche
Materials Needed
Arrow
Heart (perhaps cut from construction paper)
Mountain (perhaps cut from construction paper or a toy)
Torch
Beast (stuffed animal or similar toy)
Additional realia students are familiar with (enough so that each pair or group can have at least three different objects)

Target Words
occultō, occultāre, occultāvī, occultātum, to hide
quaerō, quaerere, quaesīvī, quaesītum, to seek
sagitta, sagittae, f., arrow
cor, cordis, n., heart
mons, montis, m., mountain
belua, beluae, f., beast
fax, fācis, f., torch

Attendance (5 min.)

Warm-Up (5 min.)
The teacher reviews the verbs *corripiō* and *pōnō* by instructing students, *Corripite librōs (or any other object)! Pōnite librōs in sacculīs!*, etc. The teacher then introduces the verbs *occultō* and *quaerō*: *Occultō librōs* (or any other object) *sub sellā (in sacculō, etc.). Quaerite librōs!* The commands may be given in the plural or they may be changed to the singular and addressed to one student at a time.

New Material (10 min.)
The teacher should instruct one student to hide the object and a different student to look for, pick up, and relocate the object. The teacher then asks another student or the whole class where the object is now. While this lesson targets the nouns *sagitta*, *cor*, *mons*, *belua*, and *fax*, which are all introduced in Chapter 18, other nouns the students already know may be used for the sake of variety. In this section Student 2 will see Student 1 hide the object, so Student 2 may exaggerate the process of searching for the object in order to emphasize the meaning of *quaerō*.

> Addressed to Student 1: *Occultā sagittam (cor, montem, beluam, fācem, etc.).*
> Addressed to Student 2: *Quaere sagittam.*
> Addressed to Student 2: *Corripe sagittam.*
> Addressed to Student 2: *Dā sagittam discipulō/discipulae* (i.e., Student 3).
> Addressed to Student 3: *Pōne sagittam in arcā (in mensā, in sellā, in sacculō, etc.).*
> Addressed to Student 4 (or whole class): *Ubi est sagitta? Respondē in tōtā sententiā.*
> Student 4 (or whole class) responds: *Sagitta in arcā est (in mensā, in sellā, in sacculō, etc.).*

<u>Practice</u> (20 min.)

Divide the students into four groups and divide the room into four stations. Each station should have at least four objects whose Latin names are already familiar to students or were introduced in the New Material section. There should also be at least a few different places for students to hide the objects (*in mensā, in sellā, in sacculō, in arcā,* etc.).

Students take turns commanding the other students in the group using the formula established in the New Material section. Students may also reorder or change the commands if the group is ready to do so. Every student should have a chance to fulfill each role (Student 1, Student 2, etc.) at every station. Groups should rotate every five minutes so that they can use different objects and hide them in different places..

<u>Spelling</u> (5 min.)

Read aloud the following (or similar) sentences to reinforce the new vocabulary and review previous vocabulary. Ask students to listen the first time each sentence is read. Students then write what they hear the second time the sentence is read. Read the sentence a third time so that students can correct their answers if necessary. After all of the sentences are complete, provide the sentences in a slideshow or handout so that students can check their answers.

Occultāte beluam in monte et discēde.
Quaere fācem in domō.
Pōne librum quod habeō in arcā.
Vocāte beluās praeclārās.
Petite cōnsilia virōrum.
Puella cōnsilia deōrum petit.

Conversational Dialogue

The following conversational dialogue is designed to be used in class with students who are at or near the end of *Latin for the New Millennium*, Level 1. The dialogue features characters who are familiar to students from similar scripted dialogues that appear at the end of each chapter.

The majority of the vocabulary words and grammatical structures in this dialogue are already familiar to students. The topic, aspirations for the future, is relevant to students who are beginning to contemplate their own goals. The dialogue also references achieving immortality through poetry, a theme found in many Latin authors. The primary objective of this dialogue is to help students internalize vocabulary and grammatical structures through listening, speaking, and reading.

Conversational Dialogue
Persōnae: Christīna, Marīa, Helena, Mārcus

Helena: Volō āthlēta praeclāra fierī. Nōmen meum celebre erit.

Marīa: Ego rēgīna pulcherrima esse volō. Orbis terrārum pācem habēbit.

Mārcus: Quōmodo fīēs rēgīna? Parentēs tuī rēx et rēgīna nōn sunt.

Marīa: Fortasse Fortūna secunda mihi erit.

Helena: Mārce, quid vīs fierī? Vīsne dīvitiās aut honōrēs accipere?

Mārcus: Volō poēta doctus fierī, sīcut et Vērgilius. Nōn dīvitiās sed vītam praeclāram et tranquillam cupiō.

Marīa: Vērō, multī poētae dīcunt sē immortālitātem per carmina quaerere.

Observation Journals

<u>Journal Entry 1</u>
Latin I, High School A

1) General subject matter covered
a) Third declension nouns (Mentor Teacher)
b) Indirect statement (me)

2) Outline of class activities
A. Third declension nouns (mentor teacher)
i. Similarities and differences between 1st, 2nd, and 3rd declension endings
B. Vocabulary for Chapter 7 (mentor teacher)
i. Ask students for derivatives
C. Indirect statement
i. Introduce how to form indirect statement by extracting examples from yesterday's reading
ii. Practice indirect statement by having students "gossip" in Latin—Student A reads a sentence aloud; Student B reports that sentence to the rest of the class using indirect statement. Each student will have a chance to do each part. (See supplement below.)
iii. Discuss the types of verbs that often trigger indirect statement.
iv. Discuss how to use *se* in indirect statement.

3) Comments on methods, techniques, strategies observed/employed (what were they? did they work well?—why? did they not work well?—why? suggested alternatives? how were students actively engaged in the class activities?).

By far the best part of the indirect statement portion of the lesson was the "gossiping" activity. I gave each student a slip of paper and asked him or her to read a sentence aloud. The next student would change the sentence into indirect statement by saying, "*Catullus narrat...*" The students had just read an adapted version of Catullus's poem about the sparrow, so the sentences I gave them featured the *puella* and *passer*. (I also added the *lupa*, who showed up in an earlier chapter and has been making appearances in various examples that the mentor teacher and I create.) The students enjoyed the activity since some of the sentences were mildly funny (e.g., *Lupa passeri venenum dat*). They also enjoyed the opportunity to speak in Latin. The students paid close attention to one other as they took turns reading sentences and rephrasing them as indirect statements. This activity gave the students an opportunity to practice indirect statements (and review some older material) in a relaxed environment.

4) Other comments

In my own class, I would be more intentional about using the same characters like the *lupa* and *passer* in examples. Students seem to enjoy not only using familiar vocabulary to figure out new grammatical concepts but also the absurd situations that can ensue (e.g., *Agricolae lupas tenent*).

Since I submitted my last lesson, I have continued to lead portions of Latin I and Latin II. In Latin I, we translated a reading passage as a group (there are only eight students, so everyone gets to translate at least once), reviewed for a quiz, and learned the forms of *sum* and *possum*. The day before

the quiz the teacher was sick, so I led Latin I by myself. We used Quia to play games in order to review the vocabulary that would be on the chapter. The grammar for the chapter was on complementary infinitives and transitive and intransitive verbs, so I put sentences on the board and asked students to tell me what types of verbs were in each sentence. I tried to make the sentences humorous and/or absurd, since my Latin I students love having such examples. Students also had a lot of questions about transitive and intransitive verbs, so I explained those in a few ways and with a lot of examples. The students didn't understand why certain verbs in Latin rarely or never show up as transitive verbs, so I gave them some examples to show that we have similar verbs in English (e.g., you don't laugh a joke; you laugh AT a joke). After I used several intransitive English verbs transitively, students understood how funny it would sound to say "*ambulo agros*" instead of "*ambulo in agris.*"

In Latin II, I introduced fifth declension nouns. I pointed out that they already know some fifth declension nouns (like "*meridiem*" in *ante meridiem* and *post meridiem*) and introduced some expressions using fifth declension nouns (*per diem*, *in medias res*, *res publica*) before introducing the forms of fifth declension nouns. We also practiced making adjectives agree with fifth declension nouns to reinforce the concept of noun-adjective agreement and to remind students that if they can't remember what case a fifth-declension noun is in, they might be able to use adjectives or other contextual clues to help them figure it out. The students have a test coming up, so I also reviewed the future tense and relative pronouns with them.

Supplement to Journal Entry 1
Puella est pulchra.
Puella passerem amat.
Digitus puellae a passere mordetur.
Passer lupam amat.
Lupa passerem non amat.
Lupa passerem mordet.
Lupa passeri venenum dat.
Puella dolet.

Journal Entry 2
Observation
Combined Latin 3/AP class, High School B

Note: At High School B, the school's requirements for minimum class sizes usually result in Latin 3 and AP Latin meeting at the same time in the same classroom. The teacher handles this arrangement by using group work extensively so that he can lead discussions with or answer questions for students in one level while students at the other level complete their group work.

Latin 3: Ovid's "Daedalus and Icarus"

15 min. Students are reading Ovid's account of Daedalus and Icarus. In small groups they identify the Latin words and phrases that Ovid uses to establish the tone, setting, and characters of Daedalus and Icarus.

15 min. The teacher leads the students in a class discussion of what they observed about the Daedalus and Icarus passage. When students give answers, especially about the personality of Daedalus or Icarus, without adequate textual support, the teacher encourages other students to respond with evidence from the passage.

15 min. Students work in groups on translating the passage; they create individual lists of vocabulary words they don't know.

AP Latin: Preparing for AP exam

20 min. Students review vocabulary flash cards, quizzing one another and sharing derivatives and mnemonic devices to assist in memorization.

25 min. Students work as a group to develop main points for a practice essay.

The initial exercise and class discussion with Latin 3 seemed to accomplish several objectives. The initial exercise provided a review of the Latin text (which students had already read but not translated). The exercise also helped to develop students' close reading skills, which will be useful in many of their classes. The class discussion allowed the teacher to evaluate the depth of students' close reading and to challenge students who did not provide adequate textual support for their claims.

The AP Latin students had a harder time staying on task than usual during the vocabulary review. It seemed that two of the five students had already memorized a lot of the vocabulary and had little patience with the others who needed more review. The class time might have been used more effectively by giving students an assignment that required more high-level skills, such as drawing related vocabulary words from a passage students have already read.

The AP students were much more engaged with the essay preparation activity. The students had just received the prompt, so there was not a gap in the amount of preparation students had done. The activity also required higher-level cognitive tasks, so the students did not get bored.

Practicum Self-Evaluations

Self-Evaluation 1

Practicum
Latin II, High School A

This evaluation discusses a four-day group project designed to accompany chapter 16 of *Latin for the New Millennium*, Level 1, which describes the destruction of Pompeii. The project requires students to create a virtual tour of Pompeii using Google Earth and to present the tour to their peers. The goals of the project are (1) to introduce students to the features and organization of a Roman city and (2) to review and expand students' knowledge of Roman society and daily life.

In preparation for this project I created my own tour of Pompeii to orient students to the city. I pinpointed several locations around the city, including the forum, the amphitheater, and the north gate of the city. Then I described the requirements of the project and explained some of the technical aspects of using Google Earth. I saved a file with the landmarks from my introduction to Pompeii, along with additional sites of interest marked and labeled in Latin, and e-mailed this file to students so that they could navigate Pompeii in Google Earth more easily.

Materials needed:
◦ Laptop cart or computer lab
◦ Projector
◦ Print and online reference materials for student research

Requirements:
◦ Each group of four students selects a character, or an individual who would have lived in Pompeii (e.g., a slave, a priest, a local politician)
◦ The group selects five buildings or places that their character might have visited in one day. The group marks these sites in Google Earth.
◦ Students must provide at least a brief description of what activities would have taken place at each site. They must provide greater detail for at least two sites.
◦ Groups share their presentations with the whole class.

Class activities:
Day 1
◦ Students finished translating an adapted and abbreviated version of Pliny's letter on Pompeii and Vesuvius. (25 min., led by mentor teacher)
◦ Introduce the group project by presenting my own tour of Pompeii in Google Earth. Overview of how to use Google Earth and requirements for the project. (20 min., me)

Day 2
◦ Students select their characters and look at maps of Pompeii online and in books as they begin to identify where their characters might have gone. (30 min.)
◦ Students learn how to navigate Google Earth and begin to mark their sites on Google Earth. (15 min.)

Day 3

° Students finish selecting their sites and review or research topics in daily life, such as Roman baths, togas, and marketplaces, as needed. (15 min.)
° Students practice their presentations. (15 min.)
° A few groups finish before the others, so these groups give their presentations. (15 min.)

Day 4
° The remaining groups give their presentations. (15 min.)
° Introduction of Chapter 18 reading

Analysis:
The students accomplished the objectives for which I designed the project. All of the students spent a lot of time looking at the layout of Pompeii through maps and schematics and at images of the city itself through Google Earth. The combination of looking at what buildings and public spaces were in Pompeii and researching a few topics in Roman daily life gave students a sense of what society in the Roman Empire was like.

A few groups chose to research in more depth cultural topics they had already studied, including Roman baths and togas. Other groups selected topics like elections and public entertainment. Because I asked students to choose their sites and cultural topics based on the life of one character, the students also had an opportunity to see how social class influenced daily life and how individuals from different social classes might have interacted. For example, one group chose a slave who spent his day running errands for his master and accompanying him to a bathhouse, while another chose a wealthy politician who spent his day campaigning and attending a play.

Some groups did have technical difficulties with this project. A few of them had trouble saving their files and had to redo some of their work. In the future, I would spend more time with Google Earth prior to starting the class project so that I could provide more troubleshooting help. I would also require students to e-mail a copy of their Google Earth files at the end of each class period so that they would not lose all of their work if something happened to their file.

Self-Evaluation 2
Practicum
Latin II, High School A

General subject matter: Student presentations on Pompeii and introduction to Cupid and Psyche reading.

Lesson Plan:
1) Presentations on Pompeii
       A) Group 1-8 minutes
       B) Group 2-8 minutes
2) Cupid and Psyche reading (LNM chapter 18)-29 minutes
       A) Whole class discussion-5 minutes: Introduce Apuleius and the story of Cupid and Psyche
       B) Group work time-24 minutes
              i) Students will work in groups of four to decide whether they want to do a skit or a graphic novel (or suggest a similar activity)

ii) Students begin to read the passage and answer comprehension questions to help them understand the story.

Analysis:

1) The presentations—Two groups presented "tours" of Pompeii using Google Earth today (the other two groups had presented last week). Both of the groups fulfilled the minimum requirements of the assignment, although they did not go above and beyond like the groups that presented last week did. I have one student in particular who tries not to participate in class. However, he gave his part of the presentation just like everyone else did. It seemed like the pressure of having to perform in front of the class motivated him to participate. I will try to incorporate more group work that requires something to be turned in or presented so that this student will continue to be more involved.

2) The reading—Because the students were divided into groups to work on the reading, I was able to provide assistance and support as the students needed. For example, one group was able to read at a steady pace and answered the comprehension questions thoroughly. When I checked in with the group to see how they were progressing, we were able to discuss the content of the story and the characters' motivations instead of focusing on grammar. Another group was reading more slowly and struggled with some of the grammar, so I was able to spend time explaining the grammar and refreshing their memory of concepts they had learned several chapters earlier.

I felt that the students were more actively engaged in the reading than they are when everyone in the class takes turns translating sentences. Because they were working in small groups, students had to pay attention to one another instead of zoning out until it was their turn to translate. It seemed like students were also glad to have a break from our routine method of translating the readings.

I gave the students a set of comprehension questions to help them read instead of translating. All of the groups filled out the comprehension questions, although it seemed that some of them were translating as they went instead of focusing on reading the Latin in the original word order. However, I am not too concerned about this because the next step requires them either to perform a skit or to create a graphic novel using the Latin, which means that they will have ample opportunity to work with the text.

Other comments:

My Latin II class responds well to working in groups. I do have to encourage them not to work in the same groups every time, but I think everyone benefits from group work. The students are much more engaged and attentive when they are working in groups instead of as a class. Some of the groups take some extra time to get started on their work, but once they do, they tend to work diligently.

Teaching Improvement Objectives

My primary objective is to increase my knowledge of Latin literature, Greco-Roman history, and classical art and architecture. While a deeper understanding of these topics would improve my abilities as a teacher, especially in teaching intermediate and advanced classes, this knowledge will also improve my ability to edit textbooks designed for the Latin classroom.

I plan to fulfill this objective through reading extensively in both English and Latin. I will begin my Latin readings by revisiting major classical authors and reading more extensively from their works. Next I will read selections from authors I would consider reading with students transitioning from the beginning to the intermediate level. These authors include Livy, Apuleius, and Cornelius Nepos.

I will begin my study in English of Greco-Roman history with the Roman Republic and the early Roman Empire. Next I will study Rome before the Republic, the late Roman Empire, and Italy and Rome in the early medieval period. I will research classical art and architecture to accompany topics suggested by my readings in Latin literature and history.

My secondary objective is to learn more about foreign language pedagogy and current practices in Latin classrooms. Because I do not plan to teach (or at least not yet), my continued learning in these areas will be informal. I will continue reading the conversations on the Latin Teach and Latin Best Practices discussion groups. In addition, I will attend regional and national classics conferences as I am able.

In the event that I change careers from editing to teaching, I plan to complete an MAT in Latin. By completing this degree, I would be able to expand my knowledge of subject matter and of pedagogical principles and practices.